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ABSTRACT

This booklet contains guidelines for implementing a planning process that enhances the transition-related results of New York school districts' individualized education programs (IEP) for students with disabilities. The guide highlights applicable federal and state law and regulations and provides a logical process that addresses transition services requirements. The process enables parents, students, adult agency representatives, and other members of the school and community to work together to develop and carry out services. The guide addresses student and family participation, steps in the IEP process, a transition planning timeline, vocational assessment, the confidentiality release process, roles and responsibilities of school district staff, creating collaborative interagency arrangements, and referral for vocational rehabilitation services. Commonly asked questions are answered, and a list of contact persons at Regional Transition Coordination Sites is provided. Appendices offer sample letters, forms, a transition questionnaire, goals and objectives, and assessment tools. (Contains 10 references.) (JDD)

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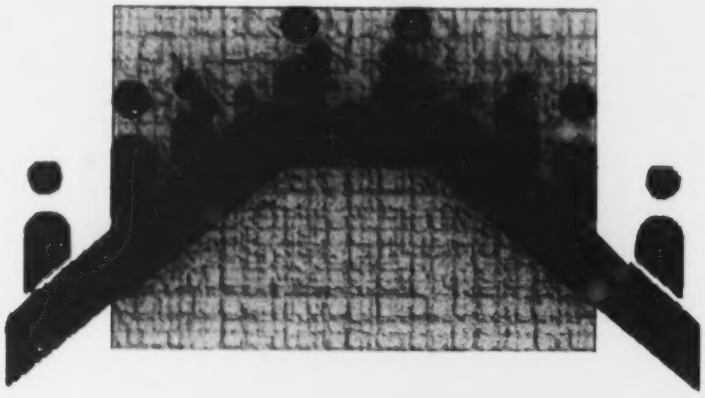
# TRANSITION SERVICES

## A PLANNING AND IMPLEMENTATION GUIDE



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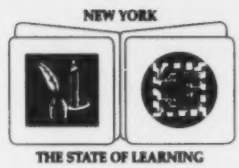



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK/ALBANY, N.Y. 12234

July 1994

Dear Colleague:

The inclusion of transition services in Article 89 of the Laws of New York State, as amended by Chapter 699 of the Laws of 1993, affirms the *Individuals with Disabilities Education Act* (IDEA). Educators, parents, and students are now provided with the opportunity and methods to prepare secondary students with disabilities for living, learning, working, and participating much more successfully in the community as adults.

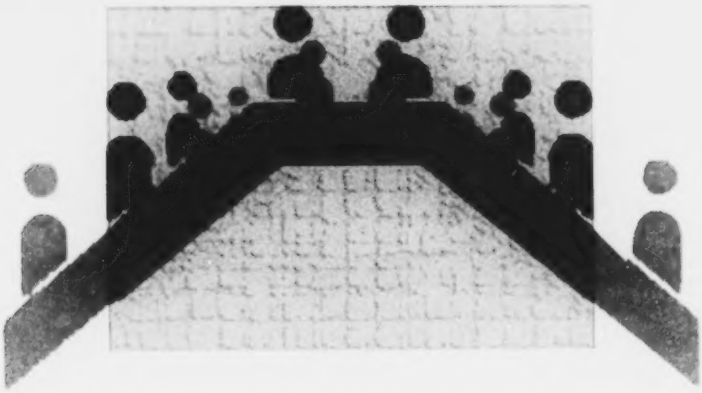
This booklet contains guidelines for helping you to implement a planning process that enhances the results of the individualized education program (IEP) for each student with a disability in your district. The process enables parents, students, adult agency representatives, and other members of the school and community to work together in new ways to develop and carry out services that help students make successful transitions to adult life.

Transition principles parallel the initiatives of the Board of Regents as stated in *A New Compact for Learning* and the *Policies on Linking Services for Individuals with Disabilities*. We look forward to working with you to reexamine and strengthen the services that are provided to students with disabilities with a focus on preparing them to achieve their goals for integrated employment, postsecondary education, and community living.

Sincerely,

Lawrence C. Gloeckler
Deputy Commissioner
for Vocational and Educational
Services for Individuals
With Disabilities

# TRANSITION SERVICES:



## A PLANNING AND IMPLEMENTATION GUIDE

The University of the State of New York
The State Education Department
Office for Special Education Services
Office of Vocational and Educational
Services for Individuals with Disabilities
Albany, New York 12234

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# I. INTRODUCTION

**What does this handbook cover?**

The purpose of this guide is to summarize the key components of transition services and to assist districts with planning and implementing the new Federal and State requirements under the Individuals with Disabilities Education Act (IDEA) and Article 89 of New York State Education Law. The handbook highlights applicable law and regulations and provides a logical process that addresses the requirements for transition services for special education students. Boxed material contains State and/or Federal requirements that pertain to transition, with new language highlighted in bold print. The appendices provide sample documents to assist with this process.

**Why plan for transition?**

Transition into the adult world can present challenges for all young people. The process of transition is more difficult for many youth with disabilities and requires unique strategies to enable each student to achieve the maximum possible independence in working, living and participating in the community as adults.

**What are transition services?**

The IDEA and Article 89 define transition services as a coordinated set of activities which are designed to prepare the student for outcomes that are envisioned for the student in adult life. Outcomes may include postsecondary education, employment, vocational training, adult education, adult services, independent living, and community participation. The set of activities for each student needs to be based on the student's individual needs, preferences, and interests. The activities must include instruction, community experiences, and development of employment or other post-school adult living objectives.

**What students receive these services?**

As part of their Individualized Education Program (IEP) all secondary education students with disabilities, ages 15 through 21, and younger if determined appropriate, who are eligible to receive special education services must be provided with transition services. For students younger than age 15 who are considered to be at risk of dropping out of school, or who could benefit from transition services, this process should be initiated earlier. The transition planning process must be delivered in a manner that is sensitive to the participation of students and their families from all cultural and linguistic backgrounds.

## When must districts comply?

School districts are currently required to provide transition services for all students with disabilities age 15 to 21. Key laws and regulations are summarized below:

- The New York State Board of Regents, through its *Policies for Linking Services for Individuals with Disabilities* (1990) required transition planning and services for students with disabilities, including both those who are served in special education *and* those served through regular education.
- The IDEA amendments became effective in 1990 and included a requirement for districts to provide transition services for all students with disabilities age 16 and older. (20 USC 1401(a)(19))
- The Federal regulations implementing the IDEA, which were published on September 29, 1992, require districts to provide transition services to all students with disabilities age 16-21, or *younger* if the student is thought to be at risk. (34 CFR 300.18 and 300.346 (b))
- In August 1993, Article 89 of NYS Education Law was amended to include transition services. (NY Educ. L. Sec 4401 (2)(7) and (9))
- In September 1993, the NYS Board of Regents passed State regulations conforming with Federal requirements for transition services. (8 NYCRR 200.1 (rr), 200.4 (C)(2)(V), and 200.4 (f)(2)(iv)(b)(4))

## Are Federal and State requirements for transition services consistent?

Federal and State requirements defining transition services for students with disabilities are consistent. The key difference is that New York State requires that transition services be provided by age 15 rather than 16, as Federal law provides.

## How can districts initiate the process?

Districts are advised to develop a strategic plan for incorporating transition services within the Individualized Education Program (IEP) process. To implement transition planning and services, the CSE will need a method for identifying post-school outcomes for each student and for incorporating activities in the IEP that prepare the student to fully participate in adult life in the community.

## What is the intent of this requirement?

The transition planning and service process encourages Committees on Special Education to look beyond the traditional educational focus of the IEP. The intent of transition planning is to enable youth with disabilities to live, work, and continue to learn in the community with supports if necessary as adults. The process of developing transition plans involves the following quality components:

- Students are actively involved in transition planning and are supported in achieving their desired adult goals.
- Family members and other community service agencies, as appropriate, are informed, involved, and invested in transition planning.
- Transition planning addresses services and supports across all areas of one's life.
- A documented, sequential process is followed.
- Services and supports are provided in a timely manner as specified in the IEP, as agreed to by the student and family.
- Unmet needs are identified and addressed through an ongoing commitment to each person.
- The accomplishment of outcomes is measured in terms of students successfully achieving their post-school living, learning and working goals.
- Services provide maximum inclusion for students from linguistically and culturally diverse backgrounds.

*Paragraph adapted from Onondaga Council, 1992*

# II. LAWS, REGULATIONS, AND POLICIES

Special Education Definition.

**"Special Education"** means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, provided at no cost to the parent, to meet the individual needs of students with disabilities.

(1) Such instruction included but is not limited to that conducted in classrooms, in homes, hospitals and institutions, and **in other settings**.

(8 NYCRR 200.1(kk); see also 34 CFR 300.17)

"Special services or programs" include:

a. Special classes, transitional support services, resource rooms, direct and indirect consultant teacher services, **transition services**..., home instruction, and special teachers to include itinerant teachers as provided by the schools of the district of residence with such terms and services to be defined by regulations of the commissioner.

(NY Educ L §4401 (2)(a))

Transition Services Definition.

**"Transition Services" means a coordinated set of activities for a student with a disability, designed within an outcome oriented process, that promotes movement from school to post-school activities, including, but not limited to, postsecondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests, and shall include needed activities in the following areas:**

**(1) instruction;**

**(2) community experiences;**

**(3) the development of employment, and other post-school adult living objectives; and**

**(4) if appropriate, acquisition of daily living skills and functional vocational evaluation.**

(8 NYCRR 200.1(rr); see also 34 CFR 300.18)

As a result of these changes in definition of special education in Federal and State law and regulations, transition services in community settings may be funded as special education services.

## Federal Comments and Interpretations

Notes to Federal regulations (34 CFR 300.18) indicate that:

- Transition services may be *special education* if they are specially designed instruction, or *related services*, if they are required to assist a student with a disability to benefit from special education.
- The list of "activities" is not intended to be exhaustive but are only examples of different types of post-school activities.

The Secretary of Education defines key terms in the provision of transition services as follows:

- The term "coordinated" means both
  - (1) the linkage between each of the component activities that comprise transition services, and
  - (2) the interrelationship between the various agencies that are involved in the provision of transition services to a student.
- The term outcome as used in the phrase "outcome-oriented process," refers to the results, or intended effect, of the activities on a student.

## RELATED SERVICES DEFINITIONS

The definition of related services has been amended to incorporate rehabilitation counseling services. In addition, social work services in schools has been redefined. These changes expand the options for transition services. Key sections are highlighted below.

### Related Services Definition.

**"Related Services" means speech pathology and audiology, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, medical services as defined in this section, parent counseling and training, school health services, school social work, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.**

**(8 NYCRR 200.1 (gg); see also 34 CFR 300.16)**

To define specific related services for New York State students who are classified as having a disability, the State relies on the wording found in the Federal regulations. The definitions for rehabilitation counseling and social work services are provided below.



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Rehabilitation Counseling is a new Related Service.

**"Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.**

**[34 CFR 300.16]**

Social Work as a Related Service has been expanded.

**"Social work services in schools"** includes preparing a social or developmental history on a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and **mobilising school and community resources to enable the child to learn as effectively as possible in his or her educational program.**

**[34 CFR 300.16]**

Note additionally that in New York State, rehabilitation teaching and orientation and mobility training for students with legal blindness are considered related services.

## CONTENT OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Federal and State regulations describe how the content of the Individualized Education Program (IEP) must address needed transition services, including district and other participating agency responsibilities. In addition, New York State law and regulations reinforce the decision of the New York State Board of Regents, as stated in the *1990 Policies for Linking Services for Individuals with Disabilities*, to provide transition planning and services for all students with disabilities beginning at age 15. The effect of this change in New York State is that at age 15, or earlier if appropriate, a shift should occur in the focus of a student's IEP to *holistically* address transition throughout the student's educational program. The IEP should include long-term adult outcomes from which annual goals and objectives are defined.

IEP Content Shall Indicate...

(i) ... present levels of performance and ... the individual needs of the student...

(ii) ... classification of the disability;

(iii) ... annual goals that are consistent with the student's needs and abilities and short-term instructional objectives and evaluative criteria, evaluation procedures and schedules to be followed during the period beginning with placement and ending with the next scheduled review by the committee. Such short-term instructional objectives shall be measurable, intermediate steps between present levels of educational performance and the annual goals that are established for a student with a disability;

(iv) ... the recommended program ... the class size, if appropriate, and the extent to which the student will participate in regular education programs, including:

(a) physical education or adaptive physical education;

(b) occupational education, if appropriate; and

(c) the regular education classes in which the student will receive consultant teacher services.

(v) ... for those students age 15 (and at a younger age, if determined appropriate) a statement of the needed transition services ... including, if applicable, a statement of the responsibilities of the school district and participating agency for the provision of such services and activities that promote movement from school to post school opportunities, or both, before the student leaves the school setting. Activities shall be provided in each area (instruction, community experiences, and the development of employment and other post-school living objectives) or the recommendation shall state the reasons upon which the determination was made that such activities are not needed in each area;

(vi) ... projected date for initiation of special education and related services, the amount of time per day the student will receive such services, whether the student is eligible for a twelve-month special service and/or program and the identity of the provider of services during the months of July and August, and the projected date of the review of the student's need for such services;

(vii) ... any specialized equipment and adaptive devices needed for the student to benefit from education;

(viii) ... those testing modifications to be used consistently by the student in the recommended educational program; and

(ix) ... the recommended placement.

(8 NYCRR 200.4(c)(2); see also 34 CFR 300.346)



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- The inclusion of transition services on IEPs applies to all eligible students including those who are placed in other settings pursuant to Education Law Section 4005 (8 NYCRR 200.4 (f)(2)(iv)(4)). Section 4005 addresses the obligation of CSEs to develop an IEP for students referred by a Family Court judge, a probation department, a social services district, the Division for Youth, or a preadmission certification committee established under section 9.51 (d) of the Mental Hygiene Law.

- Transition services should be designed to systematically prepare students to pursue their desired long-term adult outcomes through a variety of activities including instruction, community experiences, and the development of employment or other post-school adult living objectives, and, if appropriate, activities of daily living and functional vocational evaluation. When such activities are considered special education, statements of annual goals and objectives in the IEP will incrementally address the development of skills. The IEP will also reflect that assistance is being provided for students to connect to appropriate adult service systems. The IEP should describe the mutual roles and responsibilities of the school districts and participating agencies. In response to questions from the field regarding how these various levels of required detail will be addressed in an IEP, the following approach is suggested:

  - **Long-term adult outcomes** = Long-term adult outcome statements in the IEP will reflect the student's employment, postsecondary education, and community living aspirations. Options may include the post-school activities listed in the transition services definition: i.e., ... including postsecondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Outcomes should be specific to each student's unique needs, preferences, and interests.

  - **Statement of transition services** = A statement of transition services that is responsive to the student's needs, preferences, and interests should specify the service and/or funding source for the service and the participating agency providing the service. The beginning date for the service should be provided if the date of initiation is different than the date of initiation for the IEP.

  - **Annual goals and objectives** = Annual goals and objectives for special education will incrementally address the long-term adult outcomes. The following 10 areas, as appropriate to the individual student's needs, preferences, and interests, should be considered when planning activities and services that address annual goals: education, legal/advocacy, personal independence/ residential, recreation/leisure, financial/income,

medical/health, employment, transportation, post-secondary/continuing education, and other support needs.

- **Coordinated Set of Activities** = The IEP, as a whole, must demonstrate the use of varied strategies, i.e., instruction, community experiences, and the development of employment or other post-school adult living objectives as the means by which the student can achieve the long-term adult outcomes. If one of these activities is not included in the IEP in a particular year, then the IEP must explain why that activity is not reflected in any part of the student's program. Activities of daily living and functional vocational evaluation activities should also be included where appropriate to the student's needs.

## PARTICIPANTS INVOLVED IN PLANNING FOR TRANSITION SERVICES

Whenever transition services are discussed at Committee on Special Education (CSE) meetings, the school district must ensure participation of students and families, as well as participation of those agencies that may provide transition services.

### Composition of the Committee on Special Education

**The board of education or trustees of each school district, shall establish committees on special education, as necessary to ensure timely evaluation and placement of pupils.... Such committees shall be composed of at least the child's teacher as defined by applicable federal regulations, a school psychologist, a representative of such school district who is qualified to provide or administer or supervise special education, a school physician, a parent of a handicapped child residing in the school district, provided such parent shall not be employed by or under contract with the school district, and such other persons as the board of education or the board of trustees shall designate. The school physician need not be in attendance at any meeting of the committee on special education unless specifically requested.... The committee shall invite the appropriate professionals most familiar with a child's handicap or handicaps to attend any meeting concerning the education program for such child.**

**(NY Educ L §4402(1)(b)(1))**



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CSE Participation

Such (IEP) recommendations shall be developed in [illegible] the committee on special education. The student's parent[illegible] where appropriate, the student shall be given an opportunity to attend the meeting. Meeting locations must be [illegible] accessible. The committee shall ensure that the parent understands the proceedings of the meeting and shall arrange for the presence of an interpreter, if necessary.

Placement shall be based on the student's individualized education program and determined at least annually....

If the recommended placement is to be in a school operated by an agency or school other than the school district in which the student would normally attend if the student did not have a disability or if the education of a student residing in a facility operated or supervised by a State department or agency is the responsibility of the school district, a representative of that agency or school shall be given the opportunity to attend. In the event that such persons are unable to attend such meetings, the committee shall attempt alternative means allowing for their participation, such as individual or conference telephone discussions, and such attempts shall be documented....

(8 NYCRR 200.4[illegible])

IEP meeting participants if the IEP meeting will discuss transition.

**If a purpose of the meeting is to consider the need for transition services, the school district shall invite the student and a representative of the agencies likely to be responsible for providing or paying for transition services.**

**(i) If the student does not attend, the district shall take steps to ensure that the student's preferences and interests are considered.**

**(ii) If an agency invited to send a representative to a meeting does not do so, the district shall take steps to involve the other agency in the planning of any transition services.**

(8 NYCRR 200.4(c)(4); see also 34 CFR 300.344)

Definition of Participating Agency

**"Participating agency" means a State or local agency, other than the public agency responsible for a student's education, that is financially and legally responsible for providing transition services to the student.**

(8 NYCRR 200.1 [ss])

Prior to the CSE meeting to determine transition planning, CSE members should have knowledge of the services provided by any participating agency expected to send a representative. This will enable the CSE to invite appropriate agencies to participate in discussions regarding the provision of transition services for each student.

Existing provisions of State and Federal regulations provide that in addition to annual reviews, if the parent, teacher, school administrator, or agency administrator believe that a placement or program recommended in the IEP is no longer appropriate, the individual may refer the student to the CSE for a review. The student's current placement remains the same pending the development of a new recommendation, unless other arrangements are mutually agreed upon by the board of education and the parent. Similarly, the CSE must reconvene to consider other strategies to meet the transition objectives, should the participating agency fail to deliver agreed upon services.

What if the participating agency fails to provide services as planned?

**If a participating agency fails to provide agreed-upon transition services contained in the student's IEP, the district responsible for the student's education shall, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives, and if necessary, revise the student's IEP. Nothing in this Part shall relieve any participating agency of its responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet its eligibility criteria.**

**(8 NYCRR 200.4 (3); see also 34 CFR 300.347)**

## NOTIFICATION REQUIREMENTS

Under existing regulations, the committee on special education must notify parents when an initial evaluation, review, or reevaluation is being conducted. Notices must be received by parents at least five days prior to a meeting of the CSE and must indicate the date, time, location, and the name and title of people expected to attend the meeting. Parents must be informed of their opportunity to participate, and that they have the right to request an interpreter, translator or reader at the meeting and to be accompanied by such individuals as they wish to invite. The notice must notify the parents of their rights to review records and to appeal if they disagree with the CSE's recommendations. The notification letter must be written in the primary language of the parents, and alternative steps must be taken to ensure the parent understands the content of notices if the parent's principal mode of communication is not a written language. All due process procedures under Section 200.5 of the Regulations of the Commissioner apply to transition planning and the provision of services.



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When the purpose of the meeting is to discuss and plan for transition services, the notice to the parents must also specify this purpose, and indicate that the student and participating agencies have been invited. The student must be invited separately. A sample notice letter to the parent and the student is included in the appendix.

Notice requirement when transition will be discussed.

**If the purpose of the meeting is to consider transition services, the notice must also:**

**(a) indicate this purpose;**

**(b) indicate that the district will invite the student; and**

**(c) identify any other agency that will be invited to send a representative.**

**(8 NYCRR 200.5 (1)(a)(xii); see also 34 CFR 300.345)**

Federal regulations indicate options if parents can't attend the meetings.

- **If neither parent can attend, the district shall use other methods to ensure parent participation, including individual or conference telephone calls.**
- **A meeting may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend. In this case the district must have a record of its attempts to arrange a mutually agreed on time and place such as: detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits.**

**(34 CFR 300.345)**

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# III. STUDENT AND FAMILY PARTICIPATION

Effective planning for transition services necessitates involving the student and family to the greatest degree possible in determining what the IEP should address. Involvement is critical for developing transition services that truly meet the needs of the student. Listed below are steps that families can take to assist the process at home and in conjunction with the school.

## What are the roles of students and families in transition generally?

- ❑ Help school and other personnel to increase their awareness of how to work effectively with families.
- ❑ Explore and let others know about useful community resources.
- ❑ Advise the CSE regarding community values and opportunities that should be considered in the planning process.
- ❑ Inform other families about transition options.
- ❑ Providing peer support to other parents.

*Adapted from California Transition Guide*

## What is the role of the student in planning for transition services?

- ❑ Look for information about occupational, educational, and living options; talk with people; and try new experiences to develop awareness of student needs, preferences, and interests for the future.
- ❑ Work with the school and the family to find ways to increase student academic, career, and personal independence skills.
- ❑ Make informed choices and set achievable goals.
- ❑ Develop the ability to communicate needs, preferences, and interests to the family, school staff, and other professionals.
- ❑ Learn the kinds of things a student can do independently and the kinds of things where assistance is needed. Develop the ability to explain to others the kinds of help which are useful.
- ❑ Participate actively in meetings with the school and other professionals. Learn to contribute ideas as well as to listen to the ideas of others. Follow through on plans that have been agreed upon. Ask questions or share information with the teacher or guidance counselor throughout the student's program.

*Adapted from California Transition Guide*

## What is the role of families in planning for transition services?

- Plan and prepare for future financial, medical, and housing resource needs, as appropriate by: (a) assisting with application for Social Security Disability or Supplemental Security Income (SSI) benefits; (b) developing a will; (c) determining guardianship; (d) applying for financial aid for postsecondary education or training.
- Assist the student to obtain key identification documents, as appropriate: e.g., a social security card; driver's license or non-driver identification card.
- Help the student develop independent decision-making and communication skills, by helping the student explore options, set realistic goals for the future and developing the ability to communicate these to school staff.
- Support positive self-esteem and assist the student to develop independence, including self-reliance, self-advocacy, and self-management skills.
- Use home-life opportunities to assist in teaching the student daily living skills: e.g., banking, shopping, cooking, cleaning, laundry. Promote good money management, budgeting, and saving by the student.
- Encourage the student to become aware of the world of work, such as by talking with neighbors and family about their job experiences or by helping the student to locate and obtain a part-time job.
- Reinforce work-related behaviors at home (grooming, etiquette, following directions, completing chores, etc.).
- Provide opportunities for leisure time activities such as participation in sports, daily exercise, or hobbies, and encourage student social activities with peers. Teach the student how to access community-based resources (library, recreation, transportation, stores, etc.)
- Work actively with the CSE to plan and monitor the effectiveness of the student's transition program. Attend CSE and other meetings and communicate with school personnel to contribute information about the student's life skills, interests, aptitudes, progress, and needs. Follow up and complete activities for which the student and family are responsible. Contact the student's teacher with any questions or to share further information as the program unfolds.

*Adapted from California Transition Guide*

# IV. STEPS IN THE IEP PROCESS WHEN TRANSITION SERVICES ARE CONSIDERED

To assist school districts in coordinating transition planning and services, following is an outline of actions recommended at key points in the process.

## Creating the Climate

a) *Identify resources, programs, and options available within the school and the community.*

- ❑ Many resource directories are available that describe such services. Check with your regional Transition Coordination Site, Special Education Training Resource Center (SETRC), or local social service organizations. Local agencies can typically be found in the yellow pages of the phone book under "Social and Human Services."
- ❑ Consider involving students in this task, to build their research and self-direction skills, while benefitting the district in terms of building a list of potential resources.

b) *Identify and orient potential participants to the process, roles, responsibilities, and purpose, including:*

- ❑ *District Staff (e.g., teachers, guidance personnel, CSE members, and others).*
  - Provide key district staff with training and orientation regarding: networking; the collaborative service delivery process; how to apply vocational assessment information; how to work with students and parents, businesses, and community service agencies; and curriculum planning.
- ❑ *Parents and Students.*
  - Help students and their parents identify goals and interests; identify possible adult service options and resources; obtain signed consent when sharing information to enable districts to consult with public and private agencies as needed; and explain to parents and students their role in the transition process. (Note: preplanning with these participants is critical to the success of the meeting and the completeness of the IEP.)
- ❑ *Community Service Providers and Representatives of local and State agencies.*
  - Help other service representatives understand the educational service system, including: law, regulations, and policies relating to transition services; roles and responsibilities of families and district personnel, roles of local or regional interagency planning teams; and the roles now expected of other service agencies in the transition process.

*Adapted from O'Leary and Paulson, 1991*

**Before the Meeting, the CSE should:**

a) Send letters to parents, students, appropriate staff, and public and private agencies explaining how the meeting will address transition services. Include a checklist for student and family to identify needs, preferences, and interests for discussion at the meeting.

b) Schedule meetings and send notices.

- ❑ Invite the student to attend.
- ❑ When transition services is the topic, notify parents of the purpose of the meeting, indicate that the student is invited to attend, and that participating agencies are invited to send a representative.
- ❑ Consider scheduling meetings on specific students to coincide with service planning schedules of adult service agencies (e.g., Office of Vocational and Educational Services for Individuals with Disabilities, Commission for the Blind and Visually Handicapped). This may avoid the need for families being asked to meet with every agency separately, and increase collaboration in service planning.

c) Compile and review information regarding: student needs, preferences and interests; previous evaluation information (including vocational assessment); teacher recommendations; annual guidance reviews; student aptitudes and accomplishments, plus any other information, including family and student goals.

d) Prepare a suggested list of service options to address skill development or resource planning concerns. Consider which of the following activities will be useful in meeting the student outcomes noted in the IEP:

i) Instruction;

ii) Community Participation;

iii) Development of Employment/Postsecondary Education Objectives;

iv) And, if appropriate,

- Activities of Daily Living (ADL) development, and
- Functional Vocational Assessment.

*Adapted from O'Leary and Paulson, 1991*

## During the Meeting

a) *Make introductions.*

- ❑ Introduce CSE members, students, families, other participating agency representatives to each other.
- ❑ Explain the reasons for transition planning and services and the anticipated roles and responsibilities of participating agency representatives.

b) *Select Priority Student Outcomes.*

- ❑ Discuss student needs, preferences, and interests from all participant perspectives.
- ❑ Review present levels of performance.
- ❑ Determine long-term adult outcomes, skill development and resource concerns, and possible methods.

c) *Identify Opportunities to Achieve Adult Outcomes.*

- ❑ Determine what differences exist between WHAT IS (present level of performance) and WHAT SHOULD BE (vision) in order to pursue adult outcomes.
- ❑ Choose activities to eliminate/reduce barriers, increase opportunities and/or create programs or services to achieve long-term adult outcomes.

d) *Identify Transition Services and Incremental Annual Goals and Objectives.*

- ❑ Develop transition services and the annual goals and objectives that guide the provision of special education. This will incrementally build toward long term adult outcomes.

e) *Identify Supports.*

- ❑ Identify resources, programs, services, or supports to achieve both long-term outcomes and annual goals.

f) *Develop Individualized Education Program (IEP).*

- ❑ Specify needed transition services.
- ❑ Write short-term objectives.
- ❑ Determine and specify responsibilities (include participating agencies).
- ❑ Establish timelines (initiation, duration, annual review).
- ❑ Review the IEP to insure that activities have been provided in each of the areas of instruction, community experiences, and employment; if not, a statement should be provided for the basis of this decision.
- ❑ If within two years of the student's planned exit from school and where VESID/CBVH services are likely to be needed, coordinate development of the IEP with VESID/CBVH Individualized Written Rehabilitation Program (IWRP).

*Adapted from O'Leary and Paulson, 1991*

## After the Meeting

a) *Implement IEP.*

- ❑ Arrange for specific activities as described in the IEP.
- ❑ Provide skills training, knowledge, experiences, and supports to the student.

b) *Monitor Outcomes.*

- ❑ Maintain ongoing communication with student, family teachers, and service providers.
- ❑ Periodically review and monitor progress toward meeting goals.
- ❑ Determine if participating agencies are providing and/or paying for agreed upon services.

**If a participating agency fails to provide agreed-upon transition services contained in the student's IEP, the district responsible for the student's education shall, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives, and if necessary, revise the student's IEP.**

**(8NYCRR 200.4(3); see also 34 CFR 300.347(a))**

- ❑ Compile information regarding the quality and effectiveness of services provided by agencies and the methods used. Refer to this information as a basis for future planning.

*Adapted from O'Leary and Paulson, 1991*



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# V. TRANSITION PLANNING TIMELINE

From an individual student perspective, the following is a series of events that may need to be considered during the student's transition process. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

| Action | Suggested Age Range |
|---|---|
| ___ Administer initial vocational assessment. | 12 |
| ___ Discuss the following curriculum areas at IEP meetings:<br>- Academic<br>- Social<br>- Language/communication<br>- Occupational<br>- Self-help skills<br>- Self advocacy skills. | 12-15 |
| ___ Develop and implement strategies to increase responsibilities and independence at home. | 12-15 |
| ___ Complete periodic vocational evaluations. | 12-21 |
| ___ Introduce and discuss Transition Services. | 14 |
| ___ Notify parents that transition services will be incorporated into the IEP beginning at age 15. | 14 |
| ___ Assure that copies of work-related documents are available:<br>- Social security card<br>- Birth certificate<br>- Obtain working papers (if appropriate) | 14-16 |
| ___ Obtain parental consent so that the appropriate adult agency representative can be involved. | 14-16 |
| ___ Develop transition component of IEP and annually thereafter. | 15+ |
| ___ Discuss adult transition with CSE. | 15-21 |
| ___ Consider summer employment/ volunteer experience. | 15-20 |
| ___ Explore community leisure activities. | 15-21 |
| ___ Consider the need for residential opportunities, including completing applications, as appropriate. | 15-21 |
| ___ Obtain personal ID card. | 16-18 |
| ___ Obtain driver's training and license. | 16-18 |

| Action | Suggested Age Range |
|---|---|
| ___ Develop Transportation/Mobility Strategies such as:<br>- Independent Travel Skills Training<br>- Public or Paratransit Transportation<br>- Needs for Travel Attendant. | 16-21 |
| ___ Investigate SSDI/SSI/Medicaid programs. | 16-18 |
| ___ Consider guardianship or emancipation. | 16-18 |
| ___ Develop and update employment plans. | 16-21 |
| ___ Involve VESID/CBVH, as appropriate, within two years of school exit. | 16-21 |
| ___ Research possible adult living situations. | 16-18 |
| ___ Investigate post-school opportunities (further educational vocational training, college, military, etc.). | 16-18 |
| ___ Seek legal guardianship. | 18 |
| ___ Apply for post-school college and other training programs. | 17-21 |
| ___ Male students register for the draft. (No exceptions) | 18 |
| ___ Register to vote. | 18 |
| ___ Review health insurance coverage: inform insurance company of son/daughter disability and investigate rider of continued eligibility. | 18 |
| ___ Complete transition to employment, further education or training, and community living, affirming arrangements are in place for the following:<br>1. Postsecondary/Continuing Education<br>2. Employment<br>3. Legal/Advocacy<br>4. Personal Independence/Residential<br>5. Recreation/Leisure<br>6. Medical/Health<br>7. Counseling<br>8. Financial/Income<br>9. Transportation/Independent Travel Skills<br>10. Other. | 18-21 |

# VI. VOCATIONAL ASSESSMENT

Assessment is an ongoing responsibility for the district special education program, beginning with assessing referrals for special education services and continuing throughout subsequent annual reviews. The planning and delivery of transition services includes the CSE's development of post-school employment objectives based on student needs, preferences and interests. These can be identified through an effective, student-centered vocational assessment process.

Transition services are defined on the basis of student needs, preferences, and interests.

**The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests; and shall include needed activities in the following areas:**

**(1) Instruction;**

**(2) Community experiences;**

**(3) The development of employment and other post-school adult living objectives; and**

**(4) If appropriate, acquisition of daily living skills and functional vocational evaluation.**

**(8NYCRR 200.1 (rr))**

Vocational assessments are integral to the special education process in the State.

**Students age 12 and those referred to special education for the first time who are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests.**

**(8NYCRR 200.4(b)(4)(vii))**

What is vocational assessment?

Vocational assessment involves the systematic collection and analysis of information about a student's vocational aptitudes, skills, expressed interests, and occupational exploration history (volunteer experiences, part-time or summer employment, club activities). The collection of this information should also take into account the student's language, culture and family. Based on the student's age, abilities, expressed interests, and needs, an appropriate vocational assessment may include the review of existing school information and the conduct of informal interviews (a Level I type of assessment), the administration of one or more formal vocational evaluations (Level II), or job and student performance analyses made in real or simulated work settings as reported by the student, employer, job coach, or vocational evaluator (Level III).



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**How does vocational assessment relate to transition planning during the student's school career?**

The vocational assessment process yields information needed by students, families, schools, participating agencies, and employers to identify appropriate options and plan for each student's successful post-school transition to integrated employment or postsecondary education. The process should not be used to limit student's educational or career options, but should be designed to allow districts to begin providing developmental opportunities at an earlier age than traditionally has been done. If planned effectively, the cumulative record of vocational assessments and vocational experiences over time will reflect a portfolio of career exploration and the development of a resume of skills and experiences upon which the student can build a viable career.

**How does it ease the transition to other services ?**

The clarity and comprehensiveness of documents reporting vocational assessment and experiences can smooth the transition to adult services and employment by making it unnecessary for such service agencies to request further, duplicative assessments of students as a prerequisite for sponsorship in further training after exiting school. The CSE's early identification of needs, preferences and interests for post-school life can enable adult service agencies to get to know the student prior to school exit and develop appropriate services that will begin on a timely basis, and be coordinated with the student's exit from school.

**Who is responsible for vocational assessments?**

Vocational assessments as needed to plan appropriate transition services are the responsibility of the CSE and the school district. The CSE is responsible for completing a Level I assessment that includes a review of school records, teacher assessments, and parent and student interviews to determine vocational skills, aptitudes, and interests of all students with disabilities beginning at age 12 and, as appropriate, annually thereafter. As a result, by the time transition services begin at age 15, the school, family and student should be familiar with the results of Level I vocational assessments and be able to discuss the student's emerging aptitudes, skills and interests at the CSE meeting. The use of different types of vocational assessment depends upon the student's needs determined by the CSE, and may include such additional options as situational assessments, work experience progress reports, or postsecondary education assessments. For students with limited English proficiency, assessments should be conducted in the student's primary language, with preference given to situational types of assessment.

**Level I Assessment is conducted at age 12, then annually, as appropriate.**

The Level I assessment does *not* require any specialized testing or vocational evaluation instruments, but rather takes a look at the student from a vocational perspective. A trained vocational evaluator, a special education teacher or a guidance counselor knowledgeable of the world of work and the functional implications of disabilities should be assigned by the local school district to collect the Level I assessment data. That individual should gather and analyze existing information: e.g., interview student, parent/guardian, and teachers; review special education eligibility data; and review cumulative records. Assessments could include a review of student aptitudes, achievements, interests, learning styles, behaviors, and occupational exploration activities. The informal student interview might consider vocational interest, interpersonal relationship skills, and adaptive behavior.

**Level II Assessment is conducted at any age, as deemed appropriate by the CSE.**

Based upon the information gathered from a Level I assessment and the student's needs, a Level II assessment may be recommended by the CSE at any time to determine the level of a student's vocational skills, aptitudes, and interests. Though it is recommended that a trained vocational evaluator or rehabilitation counselor administer or supervise this level of assessment, an experienced guidance counselor, special education teacher, or occupational education instructor can also be trained to conduct the assessment. Collected data should include: interest inventory, perception (visual/auditory/tactile), motor (dexterity, speed, tool use, strength, coordination), spatial discrimination, verbal, reading, writing, speaking, numerical (measurement, money skills), comprehension (task learning, problem solving), attention (staying on task), and learning styles. This should be accomplished through standardized or functional assessment techniques with emphasis placed on the techniques which prove to be most meaningful to the student and acurately reflect ability.

**Level III Assessment is conducted at any age, as appropriate.**

This is a comprehensive vocational evaluation that uses work, real or simulated, as the basis for assessment and vocational counseling. A trained vocational evaluator should administer or supervise this level of assessment. Level III assessment options include:

***Vocational Evaluation*** - Acquired abilities, aptitudes and interests are compared with specific performance criteria to predict potential vocational success. Work samples must be valid and reliable.

***Situational Vocational Assessment*** - Real work settings are used to enable the student to explore vocational aptitudes, to demonstrate the types of support services needed to enhance optimal performance, or to assist the student to acquire specific

skills and abilities. This on-the-job assessment considers what has been learned and how, what aptitudes are demonstrated and what training and support strategies are necessary for developing competencies.

*Adapted from Vocational Assessment Guidelines, 1989*

## How do reports from work study experiences fit in?

A standard reporting mechanism for work-related experiences should be used in vocational assessment and transition planning. This is the responsibility of individuals who supervise students with disabilities in work settings (e.g., rehabilitation counselors, work study coordinators, occupational education personnel, job coaches, employers). The standard mechanism should include a structured observation of performance and behavior, including work behaviors, independence, self-advocacy (rights and responsibilities) and social skills. Progress reports from supervisors or mentors provide information similar to that derived from work samples. But, as with situational assessments, reports reflect student skills and adjustment observed in real work situations. A sample form is attached in Appendix G, and will be especially helpful to forward to adult agencies who may need to build subsequent employment services based on what the district has initiated.

## What types of assessments are helpful for students who plan postsecondary educational outcomes?

Students who plan postsecondary educational outcomes may benefit from two types of assessments:

1) General Assessments of Postsecondary Education Skills - These assessments determine general needs, directions, requirements for reasonable accommodations, academic skills, critical thinking skills, social behaviors, interpersonal skills, self-advocacy and self-determination skills, learning strategies, time management or organizational skills. Options to obtain this information may include consultation with peers or teachers, or a self-evaluation.

2) Assessments Specific to Field of Study or Setting - Assessments of the student's needs in relation to campus or class settings may identify additional skills or accommodations that must be planned for the student to participate effectively in the specific postsecondary education settings or fields of study (continuing education course vs. two- or four-year college levels, dormitory living vs. commuting, lab work, large lecture vs. seminar courses). Options may include visiting campuses or meeting with experienced students or postsecondary education personnel to obtain advice and information.

# VII. CONFIDENTIALITY RELEASE PROCESS: INVOLVING OTHER SERVICE AGENCIES IN PLANNING

**How is confidentiality related to transition planning?**

Schools are required to invite adult service representatives to participate in transition planning meetings, or otherwise participate in the planning process when the other agencies will provide or fund transition services. This must be accomplished while preserving rights of confidentiality of personally identifiable information under the Family Education Rights and Privacy Act (FERPA), (aka the Buckley Amendment).

**What is the purpose of a confidentiality release?**

The parents or guardians may give permission to the school to disclose student information to others by signing a consent to release information form. Disclosure means the release, transfer, or other communication of education records, or the personally identifiable information contained in those records. Disclosures covered by the Act include those released by any means including, oral, written, or electronic.

**Discuss confidentiality at orientation.**

To involve the expertise of nonschool personnel in the planning process, it is recommended that confidentiality be discussed with families during the orientation phase, and that parents or guardians have sufficient information to give written consent to release student information prior to scheduling the initial transition planning meetings. The expertise, benefits and resources available from the particular agency should be considered in determining whether or not to sign a release permitting other agencies to help with the planning process. It is important that parents understand that signing the release allows for dialogue and consultation, it does not commit the individual or the family to particular services if they later decide they don't want them.

**Points to keep in mind.**

A sample consent form is contained in the Appendix of this document. Points to keep in mind in completing it include the following:

- ❑ Specify the records to be released.
- ❑ State the purpose of the disclosure.
- ❑ Identify the parties or class of parties to whom the disclosure may be made.
- ❑ State that the permission can be withdrawn and indicate how.
- ❑ Give the parent or eligible student access to a copy of any records disclosed.

- Note on all confidentiality release forms that once a student turns 18, it is the student and not the parent who is authorized to sign for the release of educational records unless appropriate letters of guardianship have been awarded to the parents by the courts.

## Acknowledge student and family concerns.

In discussing the release of information process with students and parents, be sure to discuss and acknowledge their concerns about confidentiality of information. The discussion below addresses typical areas of concern about how adult agencies use information and suggests responses.

- In regard to privacy protection, publicly-funded service agencies, including schools, are required to protect the confidentiality of personally identifiable information being discussed. Personally identifiable information cannot be released without the person's or their parent's consent. Once the adult agency has the information, their confidentiality rules limit access to personally identifiable information to only authorized personnel, such as case managers or program overseers. The general public does *not* have access to personally identifiable information.

- In regard to any possible stigma associated with disclosing to adult service programs, information pertaining to the student's disability, confidentiality rules for adult service programs require that information be used in the best interests of the person being served. Permitting the district to share information with the adult service program may enable the student to be found eligible for needed services where services are targeted for assisting individuals with specific disabilities. Also, understanding the nature of the disability can help the adult agency case manager to more effectively plan for programs and services, including arranging for accommodations that will help the student participate successfully in spite of his or her disability.

A part of the initial discussion between the student and the case service representative should include the student asking about how information will be used and confidences protected. Ideally case service personnel in adult service agencies are trained to value the individual's confidences, interests, goals, abilities, and needs. In practice, they should involve the individual actively in planning his or her own services in accordance with the person recognizing his or her own needs, preferences, and interests. Where an individual believes that he or she is not being treated fairly or if the person disagrees with recommendations for services, each system should have informal and formal processes for resolving concerns.

# VIII. ROLES AND RESPONSIBILITIES OF SCHOOL DISTRICT STAFF

The implementation of transition may impact on the way that district staff define their roles. Following is a summary of how roles may be different:

## What can special education teachers and other school staff do?

- Acquire detailed knowledge about community service agencies by obtaining resource guides, attending resource fairs and other public presentations, or calling individually to inquire about service options.
- Provide a supportive atmosphere for the student and family to communicate with school staff, enabling the ready exchange of information between school and home that will help all parties to be working together toward mutually agreed upon adult outcomes.
- Assist the student and family to clarify desirable outcomes, and encourage their active participation in transition planning and transition activities. Help the student to understand assessment information and be able to discuss that information as it applies to planning adult outcomes.
- Provide information on the student's language proficiency and recommend strategies to improve learning opportunities for second language learners.
- Provide ongoing assessment of functional levels related to transition, i.e., academic skills, work behaviors, social skills, independent living, self-advocacy skills, and vocational skills. Provide assessment information in a form that is as readily understood by the student and family as by other professionals.
- Design new or revise existing curriculum to teach the skills needed for obtaining desired student outcomes. Include assignments that apply knowledge to adult life roles, and consider community experiences as a teaching tool.
- Document the process through the IEP.

## What can district administrators do?

- Provide or facilitate districtwide staff development on transition services. Enable access to technical assistance, and disseminate information on implementation of law and regulations. Increase staff awareness about fiscal and programmatic resources and flexibility of options.
- Implement a comprehensive functional curriculum focusing on vocational/occupational training, personal management, and recreation/leisure skills for all students with disabilities.

*Adapted from California Transition Guide*

- Encourage regional, state, and national networking of district staff, students, families, service providers, postsecondary education programs, and employers. For example, facilitate the development of regional or local memoranda of understanding with other community agencies. Facilitate development of local interagency transition policy/planning teams.
- Develop a database of information about student needs during the years prior to graduation and inform adult agencies about potential needs for services.
- Follow-up with those who leave school to determine the effectiveness of transition services in preparing them for participation in integrated employment, postsecondary education, and community living.
- Include special education administrators and personnel on career pathways projects and other curriculum and occupational education task forces and projects.
- Provide leadership to staff in examining existing CSE process to determine better ways to fulfill student planning and service requirements.

*Adapted from California Transition Guide*

# IX. CREATING COLLABORATIVE INTERAGENCY ARRANGEMENTS

School districts are not expected to work alone in developing and delivering transition services. Districts are encouraged to network with other service systems and formalize relationships that can be called upon for advice, provision of services, and resources, as appropriate. This section summarizes some methods for establishing or participating with interagency planning groups on transition, as well as summarizing key points of State and federal level interagency agreements that may be of help to schools in accessing services.

## What factors contribute to successful collaboration?

- ❑ Decisions are made jointly by consumers, families, and professionals who are involved with the student.
- ❑ There is increased emphasis on innovativeness and flexibility.
- ❑ A clear commitment for local cooperation comes from the top administrative levels of collaborating agencies.
- ❑ Written policies describe ongoing roles and responsibilities to sustain organizational relationships even when personnel changes occur within one or more of the agencies.
- ❑ Local agreements are kept current and there is a concerted effort to keep lines of communication open by maintaining active participation at regular meetings.
- ❑ One agency serves as a team leader to facilitate local programming.
- ❑ There is coordinated analysis of needs assessment data from each agency.
- ❑ Sufficient time is allocated by agency administrators for staff to participate. Agency representatives meeting with the group are empowered to recommend policy. Participation is driven by interest in improving interagency linkages to enhance services.
- ❑ Evaluation criteria are identified when planning activities are initiated (measurable short- and long-term goals).
- ❑ There is ongoing follow-up of students who leave school to indicate program effectiveness.

## What are the purposes of an interagency planning group?

An interagency transition planning council is one mechanism to increase the availability, access, and quality of transition services through the development and improvement of policies, procedures, systems, funding, and other mechanisms for providing services to youth with disabilities and their families. It is recommended that the council focus on the successful transition of all students with disabilities with subgroups addressing specific topics. It is helpful to develop formalized relationships with written agreements.

*Adapted from California Transition Guide*

## What are goals for interagency councils?

- ❑ Coordinate services to ensure nonduplication and cost-effectiveness of service delivery. This includes combining resources to maximize funding.
- ❑ Share responsibility for assisting students through the maze of services.
- ❑ Provide a quality, local service delivery system that includes providing more effective services to students and families.
- ❑ Provide information on the services needed as predicted by aggregate data forms.
- ❑ Increase positive student outcomes in adult living, learning, and working roles.
- ❑ Develop a pool of adult service agency representatives who can attend CSE meetings and act as resources regarding the variety of service options available from different systems to aid in the transition process.

## How can interagency linkages be built?

To facilitate the coordination of services, schools should collaborate with other public and private schools and agencies and the Regional Transition Coordination Site on forming interagency transition planning councils. Potential members include:

- NYS VESID/CBVH District Offices
- Educational Institution Linkages Unit of VESID
- NYS Office of Mental Retardation and Developmental Disabilities
- NYS State Employment Service
- NYS Office of Mental Health
- NYS Division for Youth
- County Mental Health
- County Department of Social Services
- County Probation Department
- Family members
- Students
- Independent Living Centers
- Local, County, and State Support Groups
- Board of Cooperative Educational Services
- Vocational and Applied Technology Education Act (VATEA) coordinators
- Special Education Training and Resource Centers
- Special Education Administrator Leadership Training Academies
- Bilingual Education Technical Assistance Centers (BETACs)

*Adapted from California Transition Guide*

- Two-year and four-year colleges
- Job Training Partnership Act (JTPA) Private Industry Councils (PIC)
- Local employers
- Adult and Continuing Education Programs

**What are the roles and responsibilities of members of interagency planning councils?**

- ❑ Identify local needs and develop local solutions. This includes identifying and addressing conflicts and gaps in services and service delivery patterns.
- ❑ Share information about eligibility requirements for services and establish a local referral-eligibility process for students.
- ❑ Provide information about, and advocate for, local options for living arrangements, transportation, employment, leisure activities, case management, and financial resources.
- ❑ Be informed about the IEP and IWRP processes.
- ❑ Enter into formal and informal interagency agreements or understandings to coordinate service delivery to students.
- ❑ Review aggregate data to determine current and future needs for services, and develop plans for providing services.
- ❑ Develop service directories to clarify/describe organizational structures, including:
  - Goals, objectives and agency responsibilities
  - Referral process
  - Confidentiality process for exchanging individual student information
  - Services and programs provided
  - Due Process and appeal
  - Program evaluation
  - Eligibility
  - Methods of assessment
  - Staff profile: experience, professional training, functions
  - Community access.

*Adapted from California Transition Guide*

**Are there existing statewide interagency agreements that schools should know about?**

Specific agreements, whose terms are summarized below, affect the practice of transition at the school district level:

- ❑ Joint EMS-VESID Agreement on the Provision of Transition Services (1992), which was amended to include CBVH (1993), describes how the state and local level education, special education and vocational rehabilitation systems will be working together in a new relationship on behalf of transition.
- ❑ SED-OMRDD Memorandum of Understanding describes how

the systems providing education and developmental disabilities services will interact around lifelong learning issues, including transition.

- SED-OMH Memorandum of Agreement describes how the systems providing education and mental health services will interact around lifelong learning issues, including transition.

## What is the EMS-VESID-CBVH Joint Agreement on the Provision of Transition Services?

The Joint Agreement establishes the basic principles under which the New York State Education Department and vocational rehabilitation service systems are implementing Federal and State requirements for transition services. The parties involved are the Office of Elementary, Middle and Secondary Education (EMS) and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the New York State Department of Social Services Commission for the Blind and Visually Handicapped (CBVH). The agreement covers the four areas of:

- Increasing successful transition outcomes;
- Enhancing vocational assessments;
- Implementing transition planning procedures; and,
- Implementing functional referral criteria for schools to refer students to VESID and to CBVH.

## What are key provisions of the EMS-VESID-CBVH Joint Agreements?

Provisions describe the respective roles of EMS, VESID, CBVH schools and counselors, including the following:

- On a systems basis, VESID continues to be responsible to develop and coordinate access for individuals with disabilities to lifelong learning systems, including adult and higher education beyond high school.
- EMS, VESID, and CBVH will jointly work with schools and other State agencies to coordinate approaches for providing transition services, including removal of duplicative assessment, services, and reporting procedures.
- District transition planning and services are expected to produce outcomes that reflect preparation for students in employment, further education and community living when they leave schools.
- Districts have the primary planning, programmatic, and financial responsibilities for the provision of transition services as mandated by Federal or State laws and regulations.
- VESID and CBVH counselors are responsible for providing consultation regarding planning, on request, and for providing eligible individual students with vocational rehabilitation services not otherwise mandated through special education requirements.

- Referrals to VESID and CBVH counselors for case opening will be made on the basis of consistent, functional criteria defined in the text of the agreement, including a projected school exit within two years.
- The building principal (or his/her designee) has been identified as a consistent point of contact with districts for VESID and CBVH counselors.
- Each VESID and CBVH District Office has identified a Transition Liaison to identify appropriate counselors and to work at the community level to coordinate local VESID and CBVH efforts with schools, families, other service systems, and resources.

**What are key provisions of the SED-OMRDD Memorandum of Understanding (MOU)?**

This interagency agreement describes the mutual commitment of the New York State Education Department (SED) and the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) to carry out joint initiatives to assist families with young children to access appropriate services, enhance integration of services within schools, and broaden vocational as well as lifelong learning opportunities. Specific commitments include the provision of:

- technical assistance for students, families, and school personnel;
- collaboration in providing assistive technology;
- enhanced integration of Medicaid services with school services;
- expanded employment and independent living options;
- support for family preservation through social and education supports to help children stay at home or in their home communities; and
- streamlined access to lifelong support services.

This agreement was signed in February 1992, and distributed to schools in April 1992. OMRDD's regional offices, called Developmental Disabilities Services Offices (DDSOs) or in New York City Borough Developmental Disabilities Services Offices (BDSOs) are working actively with schools and SED to identify and pilot local collaborative projects.

**What are key provisions of the SED-OMH Memorandum of Agreement?**

This interagency agreement describes the mutual commitment of the NYS Education Department (SED) and the NYS Office of Mental Health (OMH) to jointly develop a complementary system of education, vocational rehabilitation, independent living, and mental health services. Specific commitments to districts by OMH include the provision of:

- ❑ cross agency training;
- ❑ consultation or technical assistance;
- ❑ mental health assessment and referral; and
- ❑ help with service linkages.

Possible activities include development of mental health treatment and support services within the student's natural environment (e.g., classrooms and worksites) to eliminate duplication of services, and the provision of assistance in maintaining children in their homes and community-based school programs.

This agreement was signed in November 1992, and distributed to schools and County Mental Health Directors in February 1993. School districts and County Mental Health Directors are encouraged to discuss current and needed mental health treatment and support services as may be required locally for students.

# X. QUESTIONS AND ANSWERS

**Q. When does the responsibility of the Committee on Special Education end regarding transition planning and services for students?**

A. Districts are responsible for providing transition planning and services as part of the student's Individualized Education Program (IEP) beginning at age 15 and ending when the student either receives a local or Regents diploma or at the end of the school year in which the student turns 21.

**Q. Does the Individuals with Disabilities Education Act (IDEA) specify whom the district must designate to coordinate transition planning and services?**

A. IDEA does not require a district to designate an individual to coordinate transition planning and services. It is the district's responsibility to insure that transition planning and services are incorporated within the student's IEP and to ensure that these services are being provided appropriately to meet the student's needs, preferences and interests in the least restrictive environment.

**Q. How frequently must CSE meetings be held to discuss transition planning and services?**

A. Transition planning and services should be discussed at the CSE meeting for each student beginning no later than age 15. Transition services must be reviewed by the CSE at least annually.

**Q. Should a student with a disability attend a CSE meeting in which transition planning and services are discussed?**

A. Beginning no later than age 15, all students with disabilities must be invited to attend the CSE meeting and be given an opportunity to provide input regarding his or her preferences and interests before a decision about transition services is made.

**Q. Does the IEP include only special education and related services or does it describe the total educational program for a student with disabilities age 15 or over?**

A. The IEP should include all aspects of the student's special education and related services. At age 15 and older, students with disabilities will have transition planning and services incorporated within their IEP. The IEP must also include long-term adult outcomes and the coordinated set of activities that address the student's transition needs through instruction; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. If regular education and vocational education services, as well as any community or business experiences are part of these activities, then the IEP must include a statement that addresses such activities. Transition services, the participating agency providing such services and the date of initiation, if different than the IEP implementation date, must also be included.

**Q. Must the district directly provide all transition services described in the IEP?**

A. No. However, the district is responsible for coordinating all transition services. The district may work with other State agencies, organizations, community groups, businesses, and colleges to ensure that appropriate transition services are provided to meet the needs of the student age 15 and older.

**Q. Is the IEP a performance contract?**

A. No. Section 300.350 of the Federal regulations makes it clear that the IEP is not a performance contract that imposes liability on a teacher or school district if a child with a disability does not meet the IEP objectives. While the district must provide special education and related services in accordance with the IEP, the Act does not hold the district, the teacher or other persons accountable if the student does not achieve the growth projected in the written statement.

**Q. Are secondary students with disabilities who are not classified by the CSE supposed to receive transition planning and services also?**

A. Yes, *all* secondary students with disabilities, ages 15 through 21, and earlier as appropriate, should be provided with transition planning and services. Students who are eligible to receive special education services are served through the IEP process, as described in this guide. Students who have disabilities and who are *not* eligible for special education services must be provided with transition planning and services as part of their annual guidance review and planning process.

# XI. RESOURCES

## REGIONAL TRANSITION COORDINATION SITES

Regional Transition Coordination Sites have been set up in New York State to assist local communities to implement transition planning and services. The core objectives of site activities are to:

- Coordinate existing resources within the geographical area of each site in order to provide information, training and technical assistance to local districts, families, students and community agencies in their implementation of transition planning; and
- Assist at the local and community levels in expanding services to enhance transition of students with disabilities from school to postsecondary educational opportunities, adult vocational rehabilitation services, and employment.

| Region & County | Contact Staff | Address |
|---|---|---|
| **Long Island** | | |
| Nassau, Suffolk. | Brian McIlvain<br>516-286-6577<br>John Volonts<br>516-286-6755<br>Valerie Krizel<br>516-472-6455 | John Volonts<br>Long Island Transition Coordination Site<br>BOCES Suffolk 2<br>350 Martha Avenue<br>Bellport, NY 11713 |
| **New York City** | | |
| Bronx, Kings, New York, Queens, Richmond. | Maureen Piccoli-Kerne<br>212-779-7200, ext. 251<br>Sonia Braniff<br>718-935-3469 | Maureen Piccoli-Kerne, Coordinator of Vocational & Transition Services<br>NYC Board of Education<br>400 First Avenue, Room 62C<br>New York City, NY 10010 |
| **Hudson Valley** | | |
| Albany, Columbia, Dutchess, Greene, Orange, Putnam, Rensselaer, Rockland, Schenectady, Schoharie, Sullivan, Ulster, Westchester. | Kerry McKenna<br>914-949-9331 | Kerry McKenna, Facilitator<br>Hudson Valley Transition Coordination Site<br>BOCES Southern Westchester<br>Rye Lake Campus/Bldg. G<br>1606 Old Orchard St.<br>White Plains, NY 10604 |

| | | |
|---|---|---|
| **Southern Tier** | | |
| Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins. | Thomas Golden<br>Susanne Bruyere<br>607-255-2731<br>TDD 607-255-2891 | Thomas Golden<br>Southern Tier Transition & Technical Assistance Center<br>c/o Program on Employment & Disability<br>Cornell University<br>105 ILR Extension<br>Ithaca, NY 14853-3901 |
| **Central** | **(To be announced)** | |
| Cayuga, Cortland Fulton, Lower Herkimer, Madison, Montgomery, Oneida, Onondaga, Oswego | | |
| **Northern** | | |
| Clinton, Essex, Franklin, Fulton, Hamilton, Upper Herkimer, Jefferson, Lewis, Saratoga, Warren, Washington, St. Lawrence. | Eric Bright<br>315-353-6687<br>Robert Shepherd<br>315-353-6687 | Robert Shepherd<br>Coordinator for Northern Region<br>BOCES St. Lawrence/Lewis<br>Special Education Office<br>P.O. Box 330<br>Norwood, NY 13668 |
| **Buffalo** | | |
| Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming. | Sandy Smith<br>Sue Locke-Scott<br>716-878-7015, or<br>800-462-7653 | Sandy Smith<br>Early Childhood Direction Center<br>Robert Warner Rehabilitation Center<br>Children's Hospital of Buffalo<br>936 Delaware Avenue<br>Buffalo, NY 14209 |
| **Rochester** | | |
| Livingston, Monroe, Ontario, Seneca, Wayne, Yates. | Eileen Collins<br>Therese Zona<br>716-377-4660<br>ext. 273 | Therese Zona<br>Regional Coordinator for Transition Services<br>BOCES Monroe I<br>41 O'Connor Road<br>Fairport, NY 14450 |

## STATEWIDE INFORMATION REGARDING TRANSITION

***Special Education Policies***

Fredric DeMay
Nancy Lauria
NYS Education Department
Special Education Services
One Commerce Plaza
Room 1610
Albany, New York 12234
Phone 518-474-5548

***Vocational Rehabilitation and Related Services***

Debra A. Colley
Doris Jamison
NYS Education Department
VESID
One Commerce Plaza
Room 1613
Albany, NY 12234
518-474-3060

Mary Ann Van Alstyne
Laurie Munro
NYS CBVH
40 North Pearl Street
Albany, NY 12243
518-473-1774

# XII. REFERRAL FOR VOCATIONAL REHABILITATION SERVICES PROVIDED BY STATE AGENCIES

**What are the State vocational rehabilitation agencies?**

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission for the Blind and Visually Handicapped (CBVH) are the State agencies that provide vocational rehabilitation services to eligible individuals, consistent with the Federal Rehabilitation Act, as amended in 1992. VESID and CBVH have a similar purpose and provide a similar scope of services but differ in whom they serve. CBVH provides vocational rehabilitation services to youth and adults who are legally blind, but who may also have additional disabilities, while VESID provides vocational rehabilitation services to individuals from all other disability groups.

**What are the roles of VESID and CBVH?**

Services provided through VESID and CBVH assist individuals with disabilities to prepare for, enter, engage in or retain gainful employment. Vocational rehabilitation services include evaluations, vocational planning and counseling, skills development training, adaptive equipment, occupational tools, support services while completing training, and employment services such as job seeking skills, employment referrals and on-the-job services. The services that an individual receives will vary depending on what is needed to achieve the planned employment outcome. The Individual Written Rehabilitation Program (IWRP) is the planning document that guides the delivery of vocational rehabilitation services. This document describes long term goals, intermediate objectives and services to meet the objectives. The IWRP is developed jointly by the counselor and the individual and may be amended as needs or circumstances change.

**What are examples of VESID or CBVH services that might be provided for in-school youth?**

While an eligible student is still in school, an IWRP may be written to coordinate closely with the student's Individualized Education Program (IEP) or guidance plan. VESID and CBVH can provide services that do not duplicate services or programs that are mandated for school districts to provide. Examples of services that VESID or CBVH may provide to in-school youth include vocational guidance and counseling, resource information, and the preparation of post high school vocational rehabilitation service plans. Also, depending on individual needs or resource considerations, VESID or CBVH may be able to provide job related occupational tools, purchase low vision aids, purchase adaptive equipment for a personal auto to commute to employment, assist in obtaining employment, including preparing certifications for Civil Service set-aside placements, facilitate referral to summer employment, and assist with the transition into extended supported employment.

**How is eligibility determined?**

Eligibility is based on showing that the person has a disability that is a substantial impediment to employment, has the ability to benefit from VESID or CBVH services, and will require VESID or CBVH services to enable the person to achieve an appropriate employment outcome. VESID or CBVH staff assist applicants with the eligibility process, including obtaining further clarifying evaluations as may be needed. While not every student who has a disability is eligible for VESID or CBVH services, the school's referral of relevant documents will speed up the process for determining eligibility and planning appropriate vocational rehabilitation services for students.

**Is family income a factor in determining eligibility?**

Family income is not a factor in determining eligibility. However, once it is decided that a person is eligible for VESID or CBVH services, funding for some services may be based on financial need. As an example, a family may be expected to share in the cost of college expenses.

**How can districts identify students who may be appropriate to refer?**

Potential student referrals may be identified when the district's individual assessment and planning processes reveal that VESID or CBVH services will be necessary to help the student successfully achieve employment, either immediately upon leaving school or following additional vocational training or post-secondary education. Indicators for VESID or CBVH participation in planning for transition include:

- the student's need for an in-school vocational rehabilitation service that is not mandated for districts to provide;
- the student's need for adult vocational rehabilitation services after he/she will leave the district program.

**What are the criteria for making referrals to VESID or CBVH?**

The *Joint Agreements Between the Office of Elementary, Middle, and Secondary Education (EMS), VESID and CBVH* identify criteria for referring youth with disabilities to VESID or CBVH. Referrals to VESID or CBVH of a student with disabilities should be made when:

1. The student is expected to exit school within two years;
2. The school, student, and/or parents (or legal guardians) jointly recognize that the student's disability will interfere with the student's ability to work in the community and that adult vocational rehabilitation services are necessary to help the student successfully achieve employment; and
3. The vocational rehabilitation services that the student requires are not available through programs and services mandated for the school to provide.

It is critical that the referral be the result of an active transition planning and service process. This is evident when:

- ❑ For a special education student, transition services are indicated in the IEP; or
- ❑ For a student with disabilities who is not receiving special education services, the student's annual guidance plan reflects desired adult outcomes, transition planning and services.

Parents and students can apply directly for services from CBVH or VESID without a referral from the school. If the student is 18 or older and has no legal guardian, the student can make this decision independently.

## What is the process for making referrals to CBVH or VESID?

When referring students to VESID or CBVH, the school district must ensure that certain steps have been followed:

- ❑ The building principal or his/her designee has been established as the transition liaison within the school to work with VESID and CBVH to ensure a consistent point of contact and coordination between systems.
- ❑ The referral is the result of a thorough assessment and planning process (e.g., annual guidance review or IEP annual review) that recommends adult vocational rehabilitation services are necessary to assist students with disabilities to successfully achieve adult employment.
- ❑ Consent for referral and for release of information has been obtained by the school from the parent, legal guardian or from the student, as applicable.
- ❑ The CSE, guidance counselor, and other school personnel transmit complete referral information including:

  a) A referral transmittal sheet (see Appendix J) or letter that explains the purpose for the referral; and,

  b) *Selected* documents that describe the student's disability, needs, preferences, interests, and skills (e.g., interpersonal, work, academic, independent living). Preferred documentation is that which describes the student's current abilities, work-related limitations and service needs in functional terms that are relevant to vocational rehabilitation and achieving employment.

**What are examples of the kinds of school documents that CBVH and VESID will find useful?**

To the maximum degree possible, instead of asking students to go for new assessments, information that already exists among school records will be used by VESID and CBVH to determine whether the student's circumstances meet eligibility criteria. Examples of documents for schools to selectively include in referral packages are listed below:

- ❑ the most current IEP or guidance plan containing information about transition planning and services;
- ❑ language proficiency assessment reports;
- ❑ student medical and health screening reports, including the most current psychological, psychiatric, or other specialist's disability assessment, if available and relevant;
- ❑ reports from related services interventions (e.g., occupational therapy, speech therapy, physical therapy, orientation and mobility instruction, rehabilitation teaching, or social work);
- ❑ reports indicating special equipment or other accommodations and/or behavioral supports needed;
- ❑ indicators of academic achievement, such as transcripts, grades, academic achievement testing; and
- ❑ career assessment information including: Level I, II, or III vocational assessment reports, work experience or work study progress reports, career assessment portfolios, mentor or work supervisor evaluations, occupational education assessment reports.

**Where are local VESID and CBVH offices?**

Appendix J contains the referral transmittal sheet that can be used to transmit information to the local VESID or CBVH office. The list of these offices, their addresses, and other contact information is also listed in this Appendix.

# XIII. APPENDICES

**The sample letters and forms contained in these appendices are not mandatory forms. They simply suggest ways to put elements of the transition planning process into practice.**

A. **Sample Parent/Guardian Orientation Letter (A.1) and Sample Student Orientation Letter (A.2)**

For use in preparing families and students to discuss transition during the IEP process. The mailing can include the Transition Questionnaire.

B. **Transition Questionnaire: A Tool for Transition Planning**

Can be used initially with the Orientation Letter described above or annually thereafter. Helps families to organize their thoughts about planning issues prior to the transition planning meeting.

C. **Sample Notice Letter**

Sample modification to the required Notice letter to parents about annual IEP meetings when transition is a focus of the meeting.

D. **Confidentiality Release Form**

Form to secure parental permission in advance for discussing individual case information with outside agencies whose expertise is needed to help identify transition options, services and resources.

E. **Transition Planning Inventory**

Form for taking notes during the IEP meeting about specific recommendations for action in key planning areas. Provides a checklist for participants to determine needs and action steps. Notes could guide the preparation of an appropriate IEP reflecting the results of the meeting.

F. **Level I Vocational Assessment**

Form to record information about the student's career awareness, goals, interests, and needs. Completed forms may be of use during IEP meetings to discuss progress and activities for building career skills.

G. **Sample Work Experience Progress Report**

Form to record information about the student's in-school work experiences.

H. **Sample IEP Addressing Transition Services**

Part 200 Management System format demonstrating inclusion of transition planning and services within the computerized IEP format.

I. **Sample Transition Goals and Objectives**

Provides examples of transition goals and objectives.



BEST COPY AVAILABLE

J. **VESID or CBVH Referral Form and Contacts**

The Transition Referral Transmittal Sheet that can be used by districts to refer students to VESID or CBVH per criteria described in chapter XII. Includes contact information for specific District Offices.

## A.1 SAMPLE PARENT/GUARDIAN ORIENTATION LETTER

Dear (parent/guardian name):

During the Individualized Education Program (IEP) meeting this year we will be discussing long-term planning with you and your child. We will look at where your child is going when completing school, what skills need to be developed in order to get there, and what linkages to other agencies may be necessary. The goal is to work together to ensure that your child has the opportunity to gain employability, academic, social, and living skills important to make the transition from school to work or further education and community living. We will also provide you with information about adult services that may be necessary to support your child's transition from high school to adult life.

Because the focus of this year's meeting is somewhat different, the following are some changes you might encounter:

1) Some skills that are important to develop are best taught at home by the parent, therefore, you and your child may be responsible for helping reach some of the goals listed on the IEP.

2) At the high school level, there will be a shift to skills that are important to employment, further education, and community living. The high school program will also relate to your child's needs and long-term goals for further education, employment and community living.

3) As a parent/guardian you know your child better than anyone and we need input from you. Enclosed is the *Transition Questionnaire* that we ask you to fill out and bring with you to the IEP meeting. This form asks you to identify the skills you see as important for us to work on with your child during the next year.

4) Since transition planning will be a part of your child's CSE meeting, individuals representing adult service agencies may be invited to participate at the IEP meeting. Through this opportunity to hear about available services, program eligibility requirements, and resources, you will be better able to decide with your child what agencies and services can benefit him/her after school.

5) Because this is long-term planning and is directly related to a student's goals for further education, living and working, it is important that your child and you be present at IEP meetings.

We feel that by teaching the skills needed to live, learn, and work in the community and by providing you with additional information about adult services and programs, we can better meet the goal for which we are all striving - the successful participation of your child in adult life.

We look forward to working together toward this goal at the IEP meeting.

Sincerely,

(CSE Chairperson)

*Adapted from O'Leary and Paulson, 1991*

## A.2 SAMPLE STUDENT ORIENTATION LETTER

Dear (student name):

You are invited to come to the next meeting with the Committee on Special Education, which is being held on (insert date) at (time) at (location). We would like to talk with you about how you are doing in school, what you want to do in the future, and what activities your individualized educational program should include.

These activities are added to your program to help you prepare for your future and to learn the skills that you will need as an adult to be successful in living, learning, and working after you leave school. Activities may be in the classroom, in the community, or at work sites, for examples. Transition services will be provided by the school district from the time you are age 15 until you leave school.

Before the meeting, please think about what you want to do after leaving school, what you can do now and what skills you still need to learn. We would like you to come to the meeting ready to share your ideas, such as:

- ❑ What kind of job do you want to have?
- ❑ Where will you live - on your own or with others?
- ❑ What type of college or job training interests you?
- ❑ What will you do in your free time?
- ❑ How much money can you earn, and how will you pay bills?
- ❑ How will you get around - by car or by riding the bus or subway?

At the meeting you will also receive information to help you make choices. The following people have been invited to come to the meeting to help plan your program: (insert names or identities). Some people know you and have suggestions to make, or they know about different programs for you to consider.

Remember this is the beginning step. You will have time during the next few years to try different ideas. The school district will work with you all along the way, to help you explore and decide what you want to do in the future, and to help you prepare for it.

I look forward to seeing you at the meeting, and to having your help to plan a good program for your future success.

Sincerely,

CSE Chairperson

## B. TRANSITION QUESTIONNAIRE: A TOOL FOR TRANSITION PLANNING

As the student, family, school, and other agencies begin working together to prepare the transition student to enter the world of work, further education, and community living, the following information will guide the process. It may help for the student and other family members to complete the questionnaire separately, and then compare ideas and discuss them prior to coming to the IEP meeting. Sharing the completed questionnaire with the other committee members at the meeting is one way to help them better understand the student's plans and ideas for the future.

Student Name _____ Date _____

Social Security Number_____ Birthdate_____

Current Address _____

Current Telephone Number _____

Expected Date of Graduation/School Completion _____

Parent's Name _____

I. *Vocational Needs*

1. After graduation from school, what career path would you like the student to follow:

__ Competitive Part-Time Employment
__ Competitive Full-Time Employment
__ Supported Employment
__ Sheltered Employment
__ Other:_____
__ Vocational School/Training
__ Adult and Continuing Education Program
__ Two-Year College
__ Four-Year College
__ Military

2. What kind of jobs seem most interesting to the student?

3. What kinds of jobs does he or she most dislike?

4. What vocational training programs do *you* prefer for the student?

5. What are the jobs that you do not want the student to do?

6. What medical concerns do you have about the student's vocational placement, if any?

7. What skills does the student need to develop to reach career goals?

8. What vocational education classes would you like the student to enroll in?

9. What job do you foresee the student doing after school is completed?

II. *Further education*

Please answer the following if the student is considering the idea of attending college, business or trade school; if not, skip to section III.

1. What further education beyond high school would you like your son or daughter to obtain?

__ Business School
__ Trade School
__ Apprenticeship
__ Adult and Continuing Education
__ Two-year College Study
__ Four-year College Study
__ Graduate Study

2. What career(s) would further education prepare the student to enter, or would the student need assistance to decide on a specific career?

3. What does the student like best about doing school assignments?

4. What does the student like least about doing school assignments?

5. What skills does the student need to develop in order to be a good student?

6. What living arrangements do you foresee for the student while going on to further education or training — living at home and commuting or living away from home in a dormitory or other living arrangement?

7. What concerns do you have about the student's ability to commute to classes or to live in a dormitory?

8. What kinds of help on campus will the student need to get the most out of classes?

9. What kinds of financial aid will you need to be able to pay for the training?

III. *Personal Management/Living Arrangements*

1. What chores or responsibilities does the student presently have at home?

2. What other tasks would you like the student to be able to do at home?

3. After graduation from school, what do you think the student's living situation will be?

__ At home
__ Apartment with support
__ Independent apartment
__ Foster home
__ Group home
__ Other:_____

4. In which of the following independent living areas does the student need instruction?

__ Clothing care
__ Meal preparation and nutrition
__ Sex education
__ Household management

___ Hygiene/grooming
___ Transportation/Mobility Skills
___ Parenting/child development
___ Measurement
___ Safety
___ Interpersonal Skills
___ Health/first aid
___ Consumer skills
___ Community awareness
___ Time management/ organization
___ Self-advocacy
___ Other:_____

IV. *Leisure and Recreation Needs*

1. In what leisure or recreational activities does the student participate alone?

2. In what leisure or recreational activities does the student participate with your family?

3. In what leisure or recreational activities does the student participate with friends?

4. What other leisure or recreational activities would you like to see the student participate?

5. What are leisure or recreational activities in which you do not want the student to participate?

6. What classes or activities do you recommend for the student's participation in order to develop more leisure interests and skills?

V. *Financial*

1. As an adult, what financial support will the student have (check all that apply)?

___ earned income
___ insurance
___ food stamps
___ supplemental security income
___ other support_____
___ unearned income
___ general public assistance
___ trust/will
___ medicaid

2. What are the financial needs you think the student will have as an adult?

V. *General*

1. When transitions have been made in the past, such as from one school to another, were problems encountered, and if so, what were they?

2. What are other agencies that currently provide services for the student or are expected to do so after graduation?

3. What would you like the school district to do to assist you in planning for your son or daughter's living, working, and educational needs after completing high school?

*Adapted from O'Leary & Paulson, 1991*

## C. SAMPLE NOTICE LETTER

(Date)

Dear (parent name):

As part of reviewing each student's progress, the CSE is scheduling a meeting to discuss your child's accomplishments for the past year.

The purpose of the next meeting with the Committee on Special Education (CSE) will be to develop the Individualized Education Program (IEP) to incorporate transition services within your child's educational program.

We would also like to inform you that (Student Name) will be invited to participate in this meeting since it is crucial for your child's needs, preferences and interests to be addressed when developing the IEP.

The meeting is scheduled for (Date) at (Time) in (Location). I hope that your can attend. The following persons are expected to attend:

*Name* *Title*

(include district staff and, as appropriate, individuals providing services outside the school)

In addition, the following adult services agencies have been invited to send a representative to this CSE meeting to discuss your child's needs and determine whether or not the services provided by that agency are appropriate to address your child's needs: (indicate such agencies).

You may bring others with you to this meeting if you choose. If the meeting time or place is not convenient, please call me so that we can make other arrangements. Please let me know if you need any accommodations for this meeting.

The results of the meeting and any changes in the IEP will be provided to you for your information. The recommendation will also be sent to the Board of Education for approval.

Sincerely,

(name)

Chairperson, Committee on Special Education

Attachments:
Due Process Rights
List of Legal and Other Relevant Services (locally developed)

## D. CONFIDENTIALITY RELEASE FORM

*AUTHORIZATION FOR THE RELEASE***

*OF EDUCATION RECORDS*

I, _____ , authorize representatives of the _____ School District to release and discuss the educational records of _____ to the following:

List names and addresses of relevant agencies/individuals

_____ _____

_____ _____

_____ _____

I understand that these educational records are being released to assist in the planning and provision of transition services and include student testing, evaluations, etc.

_____

(list the nature of any other information to be released)

I further understand that, upon request, I have the right to inspect and receive a copy of any records sent in accordance with this release.

_____ _____

Parent/person in parental relationship or student over the age of 18 — Date

_____

Relationship to student

I request that I be sent a copy of any education records released pursuant to this release.

___ Yes ___ No

---

** This form does not authorize the release of a student's HIV status or any information involving a student's drug/alcohol use to the extent the school maintains a school based substance abuse program. Separate forms will be required in such circumstances.

## E. TRANSITION PLANNING INVENTORY

The form below may be helpful for recording action steps discussed at the IEP planning meeting when transition services are discussed.

| | No Needs | Explore Needs | Immediate Needs | Comments |
|---|---|---|---|---|
| **EDUCATION** | | | | |
| Vocational assessment | | | | |
| Vocational training | | | | |
| Appropriate curriculum to meet transition needs | | | | |
| Academic skills | | | | |
| **LEGAL/ADVOCACY** | | | | |
| Advocacy needs/understanding rights | | | | |
| Wills | | | | |
| Trusts | | | | |
| Military service | | | | |
| Voter Registration | | | | |
| Guardianship | | | | |
| **PERSONAL INDEPENDENCE/ RESIDENTIAL** | | | | |
| Personal care | | | | |
| Shopping | | | | |
| Managing time | | | | |
| Meal preparation | | | | |
| Household chores | | | | |
| Apartment seeking | | | | |
| Human Sexuality | | | | |
| Telephone skills | | | | |
| Identification of living options | | | | |

| | No Needs | Explore Needs | Immediate Needs | Comments |
|---|---|---|---|---|
| Decision-making skills | | | | |
| **RECREATION/ LEISURE** | | | | |
| Community recreational activities | | | | |
| Special interest areas | | | | |
| Leisure time activities | | | | |
| **FINANCIAL/INCOME** | | | | |
| Supplemental security income (SSI) | | | | |
| Money management/ budgeting | | | | |
| Salary considerations | | | | |
| Banking skills | | | | |
| **MEDICAL/HEALTH** | | | | |
| Medication | | | | |
| Insurance (dental and medical) | | | | |
| Need for ongoing medical care | | | | |
| Disability/Medicaid | | | | |
| Managing Medical Care | | | | |
| **EMPLOYMENT** | | | | |
| Employment options (competitive, supported, sheltered work) | | | | |
| Work behaviors | | | | |
| Job Seeking Skills | | | | |
| On-the-job training | | | | |
| Experience to Date | | | | |
| **TRANSPORTATION** | | | | |
| Use of public transportation | | | | |

| | No Needs | Explore Needs | Immediate Needs | Comments |
|---|---|---|---|---|
| Mobility issues | | | | |
| Transportation to and from work | | | | |
| Transportation to and from community activities | | | | |
| **POSTSECONDARY/ CONTINUING EDUCATION** | | | | |
| Application assistance | | | | |
| Transportation | | | | |
| Financial aid | | | | |
| Contact/coordinate with campus disabled student services office | | | | |
| Study Skills | | | | |
| College/program selection | | | | |
| Transfer of evaluation information | | | | |
| Parent training | | | | |
| Orientation program | | | | |
| College fairs | | | | |
| On-campus support (reader, note taker, sign interpreter, tutor, personal care attendant, other) | | | | |
| **OTHER SUPPORT NEEDS** | | | | |
| Counseling | | | | |
| Social behaviors | | | | |
| Respite | | | | |
| Other | | | | |

*Adapted from BOCES Erie I*

## F. LEVEL I VOCATIONAL ASSESSMENT

Date: _____

Student: _____ DOB: _____

Time Period: _____ Building: _____

Participants' Signatures:

_____ (Student)

_____ (Special Education Rep)

_____ (Parent)

_____ (Guidance Rep)

*Definition of Long-Term Vocational Goal*

Student (What do you plan to be doing two years after completing your secondary level educational program?):

_____

_____

_____

_____

Parent (What would you like to see the student doing two years after completion of his/her secondary educational program?)

_____

_____

_____

_____

Areas of immediate need:

_____

_____

_____

_____

Current hobbies/interests/vocationally-related activities:

_____

_____

_____

_____

*Adapted from Erie I BOCES*

## G. SAMPLE WORK EXPERIENCE PROGRESS REPORT

**Student Name**_____ **Training Program** _____

**Social Security #** _____ _____

**Length (in weeks) of Program** _____ **Address** _____

_____

1. Training Period From _____ To _____
2. Number of Days Absent _____ Dates Absent _____

   Reason for Absence _____
3. Number of Days Tardy _____ Dates _____ Reasons _____
4. Achievement and Performance. List Tasks Student Performs.

| Tasks | Rating or Date of Mastery |
|---|---|
| a. | |
| b. | |
| c. | |
| d. | |
| e. | |
| f. | |

Use One of the Following for Rating:

| | |
|---|---|
| Outstanding | 1 |
| Highly Effective | 2 |
| Effective | 3 |
| Marginal | 4 |
| Below Marginal | 5 |

Remarks:

5. Other Factors of Training Program. **Use Number Which Accompanies Best Description of Work.**

   (1) Student Manages Work **VERY WELL**.

   (2) Student Manages Work **ADEQUATELY**.

   (3) Student Manages Work with **MARGINAL** Success.

   (4) Student is **UNABLE** to Manage Work.

| Work | # | Work | # |
|---|---|---|---|
| a. Observance of Rules | | f. Accuracy in Completing Work | |
| b. Acceptance of Supervision | | g. General Attitude Towards Work | |
| c. Following Instructions | | h. Ability to Work with Others | |
| d. Preparing Assignments | | i. Works Neatly/Efficiently | |
| e. Speed in Completing Work | | j. Ability to do Quality Work | |



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6. Total Hours of Supervision Given This Period _____ Supervision Hours to Date _____

7. Explain how the student has adapted to the program:

8. Have situations occurred during this training period which may affect employment of this student?

   If yes, please specify:

9. Recommendations and Remarks:

Supervisor's Signature _____

Date: _____

## H. SAMPLE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: NAME
Date of Birth:
Chronological Age:
Disability:
Sex:
Dominant Language:

Address:

Current Grade:
Cumulative Credits:
Program as of:
Anticipated High School Credential:

**Parent/Guardian Information**

Name:
Relationship:
Language:
Interpreter Needed: Y/N

Address:

Telephone: Home:
Business:

**Consent Date Information**

Consent to Test:
Consent to Place:
Release of Transition Information:
12 Month Consent to Place:
Aging Out Consent:

**CSE Meeting Information**

Committee Name:
Meeting Date:
Type of Meeting:
Next Projected Annual Review:
Next Projected Triennial Review:

**Summary of Evaluation Dates**

Last Educational Evaluation:
Last Psychological Evaluation:
Vocational Assessment:
Other:
Last Physical/Health:
Last Social History Evaluation:
Classroom Observation:

## Long-Term Adult Outcomes

## Least Restrictive Environment Statement

## Recommendations

The committee has determined that (STUDENT NAME) is eligible to receive special education services and recommends the following:

❑ Special Education Programs and Related Services

| Program/Related Service | Freq | Minutes Per Session | School | Description | Start Date End Date |
|---|---|---|---|---|---|

❑ Specialized Transportation Needs

❑ Regular Education Program and Services

| Program/Class | Consultant Teacher Services | Comment |
|---|---|---|

❑ Transition Services

| Service | Participating Agency | Initiation Date |
|---|---|---|

❑ Second Language Exemption

❑ Special Equipment/Assistive Technology Devices

❑ Testing Modifications

❑ Twelve-Month Special Service and/or Program

July/August Provider:

Related Services Only:

## Individualized Education Program Levels of Performance

Instructional Levels (Grade Equivalent): Testing Date:

Math:
Reading:
Written Language:

The Committee's decision was based on the following evaluation results, reports, and previous records.

❑ Educational/Academic Achievement and Learning Rate/Characteristics

Name of Test:
Subtest:
Score:
Subtest:
Score:

Comments:

❑ Social Development

| Social Observations/Behavioral Ratings | | Date |
|---|---|---|
| Feelings - Self | Comment | Significant Observations |
| Relationships - Peers | Comment | Significant Observations |
| Relationships - Adults | Comment | Significant Observations |
| Adjustment - School Community Environment | Comment | Significant Observations |

Comments:

❑ Physical Development

Comments:

❑ Management Needs

Material Resources

Environmental Modifications

Human Resources

Comments:

_____

_____

_____

## Annual Goals and Objectives

GOAL:

OBJECTIVE:

OBJECTIVE:

GOAL:

OBJECTIVE:

OBJECTIVE:

## Coordinated Set of Activities

❑ Instruction:

_____

_____

_____

❑ Community Experience:

_____

_____

_____

❑ Employment/Postsecondary:

_____

_____

_____

❑ Activities of Daily Living:
(if appropriate)

_____

_____

_____

❑ Functional Vocation Assessment:
(if appropriate)

_____

_____

# I. SAMPLE TRANSITION GOALS AND OBJECTIVES

## EMPLOYMENT

**Goal: Student will identify two major career fields of interest.**

Objective: Student will explore a variety of career options within those career fields.

Activities:
1. Job shadow three businesses of interest.
2. Participate in two volunteer work experiences.
3. Interview worker in career area of interest.
4. Tour supported employment programs.
5. Enroll in Careers class and participate in related work experiences.
6. Attend a "Career Days" seminar.

## LIVING SKILLS

**Goal: Student will prepare to live independently.**

Objective: Student will increase awareness of community living options.

Activities:
1. Determine personal needs/limitations in a living situation.
2. Visit two apartments for rent.
3. Look through ads and choose three possible living options.
4. Explore dorm possibilities on campus of choice.
5. Determine criteria for subsidized housing.
6. Visit a group home.

Objective: Student will increase independent living skills.

Activities:
1. Take Home Economics.
2. Review a lease.
3. Cook dinner one time per week.
4. Shadow maintenance person to learn basic home maintenance skills.
5. Develop a personal budget.
6. Open a checking/savings account.
7. List strengths/weaknesses and achievements.
8. List hobbies/interests and how they may relate to a realistic occupation.

## VOCATIONAL

**Goal: Student will review vocational options.**

Objective: Student will participate in vocational options.

Activities:
1. Shadow Vo-Tech program for two days.
2. Contact VESID to determine eligibility.
3. Tour a Vo-Tech school.
4. Identify two vocational programs; tour and arrange an interview with instructor.
5. Identify a vocational program which would meet personal vocational needs.
6. Take vocational aptitude test.
7. Participate in high school vocational program of choice.

## EDUCATION

**Goal: Student will identify educational options.**

Objective: Student will select and apply for a college program.

Activities:
1. Complete and submit financial aid packet.
2. Contact career learning center to determine options.
3. Work with counselor/instructor to determine credits.
4. Contact/visit college of choice.
5. Contact guidance counselor to determine most appropriate high school classes to take to reach long-term goal.
6. Review three postsecondary catalogs.
7. Take SAT/ACT exam.

## ASSESSMENT

**Goal: Student's current vocational preferences, interests, and aptitudes will be identified.**

Objective: Vocational assessment will be updated.

Activities:
1. Review vocational aptitude scores with instructor or counselor.
2. Complete an interest inventory.
3. Self-assess vocational abilities and interests after completing work samples.
4. Shadow a vocational program/business and access necessary skills.
5. Collect assessment data.

### FINANCIAL

**Goal: Student will obtain needed financial assistance.**

Objective: Student will determine all possible financial resources available.

Activities:
1. Call identified financial resources to determine eligibility requirements.
2. Apply for SSI.
3. Make applications through college Financial Aid Office for scholarships.
4. Discuss work incentive options with local social security administration office.

### RECREATION/LEISURE

**Goal: Student will become aware of/participate in community recreation/leisure programs or activities.**

Objective: Student will identify local recreation options.

Activities:
1. Visit/contact three recreation options.
2. Determine cost, rules, and hours of recreation options of interest.
3. Evaluate recreation/leisure options of interest.
4. Participate in a specific recreation activity.
5. Explore school activities/sports.

### TRANSPORTATION

**Goal: Student will learn to travel independently.**

Objective: Student will review and determine best mode of transportation.

Activities:
1. Obtain driver's license.
2. Find coworker with whom to ride.
3. Compare cost/purchase insurance.
4. Complete driver's education training.
5. Call Rapid Transit to determine cost/services.
6. Practice riding Rapid Transit.
7. Explore transportation options in nearest city.
8. Purchase a car.

### PERSONAL/FAMILY RELATIONSHIPS

**Goal: Student will become aware of appropriate community resources to meet counseling/support needs.**

Objective: Student will determine personal and family support agencies and services.

Activities:
1. Identify counseling/support needs.
2. Contact and interview potential professionals/ groups to determine suitability to individual needs.
3. Participate in mentor program.

### MEDICAL

**Goal: Student will determine and learn to manage health care needs.**

Objective: Student will become aware of/obtain medical support and assistance.

Activities:
1. Identify helping professionals in medical field.
2. Contact/locate medical assistance agencies in area of need.
3. Apply for Medicaid/appropriate medical resources in the community.
4. Determine appropriate questions to ask medical professional.
5. Call medical professionals to compare services and costs.
6. Visit/research local community health services.
7. Design a file with all pertinent medical information.

*Adapted from O'Leary and Paulson, 1991*

# J. VESID OR CBVH REFERRAL FORM AND CONTACTS

This Appendix contains:

- The Transition Referral Transmittal sheet that districts can use to refer students who meet referral criteria to the local VESID or CBVH offices. It may be completed by hand or typewritten. Please complete it legibly in black or other dark ink. A student signature on the form (plus the signature of the parent or legal guardian, as appropriate) will constitute an application for services.
- Lists of CBVH and VESID District Offices for phone or written communication.

Remember to attach selected documents to the transmittal package that will assist VESID or CBVH to expedite determining eligibility, and planning vocational rehabilitation services that coordinate with district efforts in this regard.

In the near future, districts using the Part 200 Management System may be able to transmit referral data, applications and selected records electronically to VESID offices. Please look for future announcements, or after June 1994, please call VESID's Technology Unit at 518-486-4609 for further information.

THE STATE EDUCATION DEPARTMENT
Office of Vocational and Educational
Services for Individuals with Disabilities

# TRANSITION REFERRAL TRANSMITTAL SHEET
## For In-School Youth

NYS DEPARTMENT OF SOCIAL SERVICES
Commission for the Blind and
Visually Handicapped

*Section I. Student Demographic Information*

Name of Student [ ] Mr. [ ] Ms. (First Name, Initial, Last Name) | Social Security Number | Date of Birth (month, day, year) / /

Student's Current Mailing Address: Street City State Zip Code

Parent or Legal Guardians Name & Address

Grade Most Recently Completed
[ ]7th [ ]9th [ ]11th [ ] Ungraded Secondary Special Ed (Code XX)
[ ]8th [ ]10th [ ]12th [ ] Unknown (Code YY)

Phone Number ( )
Expected Year of Graduation

*Section II. Student Diagnostic Information*

CSE Disability Classification:

Disability(ies) Known to School Staff, Parent or Student:

Accommodations Requested for Initial Interview:

Primary Language or Mode of Communication:

| Check If Attached | Type of Information Enclosed | Examples of Attachments |
|---|---|---|
| [ ] | Transition Planning & Services Reports | • Current Annual Guidance Plan or IEP<br>• Records of transition planning meetings |
| [ ] | Language Proficiency | • LEP test scores<br>• Assessment of Communication Skills in primary language and/or English |
| [ ] | Current & Relevant Reports Describing Disability, Functional Capacity, Independence Skills and Support Needs. | • Student medical and health screening<br>• Specialist's disability assessment<br>• Psychological or psychiatric assessment<br>• Related services interventions<br>• Recommendations for special equipment, accommodations and/or behavioral supports needed |
| [ ] | Academic Achievement | • Transcript of courses and grades, cumulative to date<br>• Type of diploma and Credit hours to date<br>• Academic achievement testing<br>• Reports of college study skills and readiness |
| [ ] | Career Development | • Level I, II or III vocational assessment reports<br>• Work experience or work study progress reports<br>• Career assessment portfolio<br>• Mentor or work supervisor evaluations<br>• Occupational education assessment reports |
| [ ] | Attendance Pattern | • Pattern of absences (if any) |

*Section III. Referral Source Information*

VESID Office use only: Program Code 040 Referral Source Code: 014
School District Code_____ insert

Purpose of Referral | Today's Date

Name of Person Making Referral | Title

School or Agency Referring | Phone Number

*Section IV. Student Participation*

**I wish to apply for vocational rehabilitation services.**

Student Signature _____ Parent or Guardian Signature _____

The State Education Department (SED) and the NYS Department of Social Services do not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, sexual orientation, or gender in the programs and activities operated by either department. Inquiries concerning this policy of equal opportunity and affirmative action as applied in VESID or CBVH programs should be referred to the NYSED Affirmative Action Officer, Education Building, 89 Washington Avenue, Albany, NY 12234, or to the NYS DSS Deputy Commissioner for Affirmative Action, 40 North Pearl Street, Albany, NY 12243, respectively.

## NYS VESID DISTRICT OFFICE LISTING

**ALBANY**
Joseph Piccolino
Acting Office Manager
55 Elk Street
Albany, NY 12207
Telephone: (518) 473-8097

Counties served: Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington.

**SOUTHERN TIER**
Richard Andres
Office Manager

**Binghamton Office**
92 Hawley Street
Binghamton, NY 13901
Telephone: (607) 773-7830

**Elmira Office**
110 West Second Street
Elmira, NY 14901
Telephone: (607) 734-5294

Counties served: Broome, Chemung,Chenango,Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins.

**BUFFALO**
Duane Reggentine
Office Manager
Donovan State Office Building
125 Main Street
Buffalo, NY 14203
Telephone: (716) 847-3294

Counties served: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming.

**BRONX**
Mary E. Faulkner
Office Manager
1500 Pelham Parkway South
Bronx, NY 10461
Telephone: (718) 931-3500

County served: Bronx.

**BROOKLYN**
Danna Mitchell
Office Manager
State Office Building
55 Hanson Place, Second Floor
Brooklyn, NY 11217
Telephone: (718) 722-6731

County served: Kings.

**HAUPPAUGE**
Fredric Shenn
Office Manager
NYS Office Building
Veterans Highway
Hauppauge, NY 11788
Telephone: (516) 952-6357

County served: Suffolk.

**HEMPSTEAD**
Fredric Shenn
Acting Office Manager
50 Clinton Street, Room 708
Hempstead, NY 11550
Telephone: (516) 483-6510

County served: Nassau.

**MALONE**
John Ray
Office Manager
East Main Street Road
RD #1, Box 39
Malone, NY 12953
Telephone: (518)483-3530

Counties served: Clinton, Essex, Franklin, St. Lawrence.

**MANHATTAN**
John Bertrand
Office Manager
116 West 32nd Street
6th Floor
New York, NY 10001
Telephone: (212) 630-2300

Counties served: New York, Richmond.

**POUGHKEEPSIE**
Bruce Solomkin
Office Manager
120 Dutchess Turnpike
Canterbury Plaza
Poughkeepsie, NY 12603-1798
Telephone: (914) 452-5325

Counties served: Dutchess, Orange, Putnam, Sullivan, Ulster.

**QUEENS**
Lois Benjamin
Office Manager
1 LeFrak City Plaza
Corona, NY 11368
Telephone: (718) 271-9346

County served: Queens.

**ROCHESTER**
Paul Pfrommer
Office Manager
109 South Union Street
2nd Floor
Rochester, NY 14607
Telephone: (716) 238-2900

Counties served: Livingston, Monroe, Ontario, Seneca, Wayne, Yates.

**SYRACUSE**
Marvin Reed
Regional Coordinator
State Office Building,
Room 230
Syracuse, NY 13202
Telephone: (315) 428-4179

Counties served: Cayuga, Cortland, Jefferson, Madison, Onondaga, Oswego.

**UTICA**
Anthony Serra
Office Manager
State Office Building
207 Genesee Street
Utica, NY 13501
Telephone: (315) 793-2536

Counties served: Fulton, Hamilton, Herkimer, Lewis, Montgomery, Oneida.

**WHITE PLAINS**
Sandra Countee
Office Manager
55 Church Street
White Plains, NY 10601
Telephone: (914) 946-1313

Counties served: Rockland, Westchester.

## NYS CBVH DISTRICT OFFICE LISTING

**ALBANY**
Bob Ross, District Manager, or
Andy Cook, Children's Consultant
74 State Street, 6th Floor
Albany, NY 12207
Telephone: (518) 474-8553

**Satellite Office,**
c/o Sunmount Developmental Center
Building 11
Tupper Lake, NY 12986
(315) 359-2141

Counties Served: Albany, Clinton, Columbia, Delaware, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Otsego, Rensselaer, St. Lawrence, Saratoga, Schenectady, Schoharie, Warren, Washington.

**270 BROADWAY**
Josephine Blaine,
District Manager
or Tony D'Angelo, Senior Counselor
270 Broadway, 6th Floor
New York, NY 10007
Telephone: (212) 587-5228

Counties Served: Kings, Richmond, Queens.

**BUFFALO**
Fred Keller,
District Manager, or
Kevin Meegan, Children's Consultant
295 Main Street, Room 1000
Buffalo, NY 14203
Telephone: (716) 847-3526

Counties Served: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming.

**HARLEM**
Tony Candela, District Manager, or
Vincent Anderson, Transition Counselor
163 West 125th Street,
13th Floor
New York, NY 10027
Telephone: (212) 961-4442

Counties Served: Manhattan, Bronx.

**HEMPSTEAD**
Georginne Volkommer,
District Manager, or
Joe Polansky, Children's Consultant
175 Fulton Avenue, Room 402
Hempstead, NY 11550
Telephone: (516) 538-7111

Counties Served: Nassau, Suffolk.

**ROCHESTER**
Robert Pfohl,
District Manager, or
Janice Beutner, Children's Consultant
Monroe Square
259 Monroe Avenue
Rochester, NY 14607
Telephone: (716) 238-8109

**Satellite Office:**
c/o Human Resources Center
425 Pennsylvania Ave.
Room 312
Elmira, NY 14904
(607) 737-1007 or
in Bath (607) 776-7460

Counties Served: Chemung, Livingston, Monroe, Ontario, Schuyler, Seneca, Steuben, Wayne, Yates.

**SYRACUSE**
Earleen Foulk,
District Manager, or
Karen School-Hess, Children's Consultant
333 East Washington Street,
Room 517
Syracuse, NY 13202
Telephone: (315) 428-4135

**Satellite Office:**
c/o State Office Bldg. Annex
164 Hawley St., Room 304
Binghamton, NY 13902
(607) 773-7819

Counties Served: Broome, Cayuga, Chenango, Cortland, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, Tioga, Tompkins.

**WHITE PLAINS**
William Kane,
District Manager, or
Joanne Rusotti, Children's Consultant
150 Grand Street, 2nd Floor
White Plains, NY 10601
Telephone: (914) 993-5370

Counties Served: Dutchess, Orange Putnam, Rockland, Sullivan, Ulster, Westchester.

# XIV. REFERENCES


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New York State Education Department
Albany, New York 12234

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